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ABSTRACT

This guide is designed to provide school personnel with information regarding the Individualized Career Education Plan (ICEP), created in cooperation with counselors and other high school personnel. The ICEP is described as a planning tool to assist school personnel in guiding, counseling, and instructing secondary school students. The nature of career guidance is discussed and the relationship of ICEP to career guidance is explained. Guidelines are provided for using the ICEP within a counseling framework. Applications of ICEP to in-school youth career experiences and to comprehensive guidance programs are also discussed. The appendix contains a bibliography, instructions for completing ICEP forms, a sample ICEP form, and a sample set of completed forms. (NRB)

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OFFICE OF RIVERSIDE COUNTY
SUPERINTENDENT OF SCHOOLS
Don F. Kenny, Superintendent

Individualized Career Education Plan

and
COMPREHENSIVE CAREER GUIDANCE
PROGRAM

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Written By

William E. Rouson
Coordinator, Youth Work Experience Office
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CG 015920

January 4, 1982

Riverside County Superintendent of Schools

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January 4, 1982

To All School Personnel:

The purpose of this Guide is to provide you with information regarding the Individualized Career Education Plan (ICEP) developed in cooperation with counselors and other personnel from high schools in Riverside County. The ICEP is an assessment and planning tool designed for use within a structured guidance system. The ICEP is the systematic acquisition of data. It assists guidance personnel in identifying student interests, abilities, and needs. It generates, and periodically updates, individual student goals and objectives in relation to careers and identifies counseling, vocational, and educational activities which should assist students in attaining their goals. Use of ICEP encourages communication and collaboration among counselors, teachers, administrators, and family to facilitate comprehensive guidance on behalf of the student.

Career guidance as envisioned in this Plan includes aspects of personal, social, and educational development which are necessary requisites for career development.

Cordially,

William E. Rowson
Coordinator YWE
Division of Educational Service

County Board of Education

Marilyn Baumert, *President* · Gerald Colapinto · Bruce Ellis · Betty Gibbel · Ruth Miller · J. Frank Moore · Jack Clarke, *Vice-President*

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Coordinator, Riverside U.S.D.

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Coordinator, Riverside U.S.D.

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INTRODUCTION

The Individualized Career Education Plan (ICEP) described in this Guide is a planning tool designed to assist school personnel in guiding, counseling, and instructing secondary school students. It grew out of the Peer Group Counseling procedures utilized in the Youth Career Experience Programs and the Summer Youth Employment Training Activities coordinated among all of the unified and high school districts of Riverside County.

Its successful use with approximately 2500 students in these and other employment training and career guidance programs in Riverside County high schools suggests that the Individualized Career Education Plan could provide a viable process for incorporating Career Guidance information and activities into the planning, organizing, coordinating, and administering of counseling and guidance programs for ALL high school youth.

The need for developing and implementing career education programs for all students was proclaimed as a needed educational reform in 1971 by Sidney P. Marland, Jr., at that time U.S. Commissioner of Education, at the annual convention of the National Association of Secondary School Administrators. He included personal development as one important facet of this reform. Personal development is viewed as a major component of the career guidance program outlined in this Guide.

Since 1971 legislation, guidelines, policy statements, and programs at the state and local levels attest to the growth of career education, supported by career guidance, as a basis for educational reform in the United States.

In 1981 the California State Department of Education published Guidelines for Developing Comprehensive Guidance Programs. ICEP is consistent with these California guidelines and reflects current research in Career education and guidance.

The materials in this Guide provide some insight into:

The Nature of Career Guidance

Relationship of ICEP to Career Guidance

Guidelines for Using ICEP

Application of ICEP to In-School Youth Career Experience

Possible Integration of ICEP into Comprehensive Career Guidance Programs

A bibliography, instructions for completing ICEP forms, and a sample set of completed forms are included in the Appendix.

THE NATURE OF CAREER GUIDANCE

Career guidance may be defined as those planned learning activities and support services based on students needs, values, interests, and abilities and aimed toward preparing individuals for life's vocational, family, and civic roles. It provides for systematic coordination of school, family, and community involvement to facilitate fulfillment of each student's economic, social, and personal potential. It is a developmental process that coincides with the four sequential stages of career growth: awareness, exploration, preparation, and participation.

In the awareness stage, which occurs during the elementary levels of school, employment is presented as an essential part of a person's life. Students

become aware of the wide variety of available occupations through direct experiences and use of various types of instructional media. In this phase students also develop a better understanding of themselves and of the differences between work and play. They become familiar with the jobs held by members of their immediate families, school personnel, and persons in the neighborhood and community. Each student begins to identify his/her own interests and relates them to various work activities. Development of a positive self concept and the ability to get along with others are important parts of personal development at this age.

During the exploration phase, which takes place in the junior high school years, students begin to formulate some decisions about career choices, to examine their own strengths and limitations, and to explore certain jobs in order to gain information about their requirements and responsibilities. Adolescence creates new personal development problems and opportunities.

The third phase in career education is preparation. This occurs during the early years of high school. Throughout this phase opportunity is provided for students to study many different occupations and occupation clusters and to develop entry level skills in personal development areas, such as responsibility for one's actions, as well as in communication and mathematical areas. Development of social relationships is also important at this stage.

In participation, the final phase, students are given opportunities to become involved in a job and have other experiences which develop confidence in their ability to perform a variety of tasks and duties, to recognize interests and abilities, to become more emotionally mature, to develop work

attitudes and values, to sharpen their decision making skills, and to learn how to adapt to new and changing conditions.

RELATIONSHIP OF ICEP TO CAREER GUIDANCE

The purpose of the Individualized Career Education Plan (ICEP) is to provide a holistic approach to the learning process as it relates to career guidance. It integrates the efforts of guidance counselors and teachers to provide a curriculum and supportive services that are based on identified needs and interests of individual students. It also offers a means for family and community organizations to become involved in the process.

ICEP provided a mechanism which can assist curriculum planners to incorporate career education/guidance into the curricular experiences for a target group or for all students. As a planning tool it may be used by guidance counselors, Regional Occupational Counselors, peer group counselors, teachers, parents, and other resource persons, as they help students in aiming toward and reaching their full potential as human beings in a changing world.

GUIDELINES FOR USING ICEP WITHIN A COUNSELING FRAMEWORK

The 3-page form (page 7) which is the heart of ICEP provides a structure for recording biographical data, current performance proficiencies in career-related skills, long and short range goals and objectives, special needs, and counseling and instructional activities which will assist students in meeting these goals and objectives. This information is updated on a annual basis as students move through the educational program. Although this form has been very helpful in planning and implementing career guidance programs,

it must be remembered that it is only a tool or an instrument that should be used within the framework of a counseling system. Step by step counseling sessions, administration of assessment instruments, and use of other appropriate counseling and instructional activities are required to assess individual student needs, develop long and short term goals, objectives, and evaluate student growth.

Research has indicated that students in California schools perceive that their educational background is lacking in four areas: understanding themselves, getting through school, planning for higher education, and planning for work. The ICEP can facilitate school personnel to address these needs. Counseling personnel interview the students, help them assess their interests and their strengths and weaknesses through diagnostic instruments and to formulate goals and objectives related to these needs and interests. A parental signature is requested on the form to foster their involvement in the process. Activities for implementing these goals and objectives are worked out with each student and approved in writing by the student.

The step by step counseling procedures which evolved into the Individualized Career Education Plan is described in "A Counseling Style Made Simple, "in ERIC, Vol. 16, No. 8, August, 1981. Following is a summary of the counseling framework within which the ICEP operates:

Assessment standards -- Assessment data are an indispensable part of the ICEP. Effective counseling requires accurate and adequate information.

Assessment components -- Essential components of the assessment process include:

- Assessment of needs

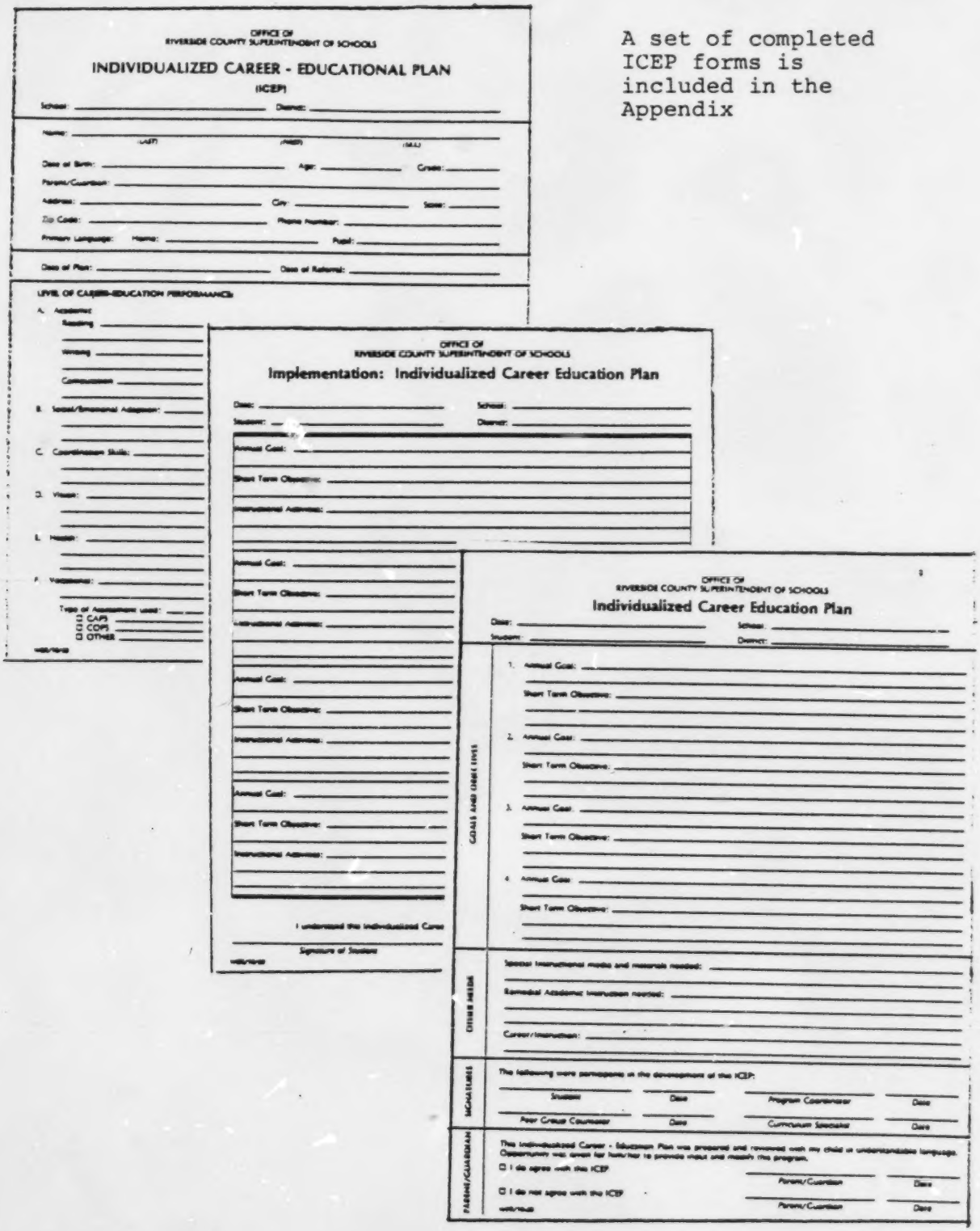
- Establishment of goals during the initial interview
- Compilation of data during the ongoing counseling process
- generation of career planning format based on total data generated during the counseling process

Counseling standards -- A critical aspect of the counseling process is the student goal-oriented concept which requires that counselor assist the student in setting both immediate short-term and long-range goals that may be continually reviewed and modified as the student experiences growth and maturity. This process should provide greater acceptance of responsibility by the student for his/her behavior, and at the same time it should increase the counselor's awareness of the student's capabilities and the necessity of motivating him/her toward self-growth.

Primary counseling functions involve:

a. Making students aware of their abilities and needs
b. Helping students develop personal and career goals
c. Providing instructional and vocational activities that facilitate goal attainment
d. Defining and resolving or referring problems
e. Assisting students in strengthening their self-image and encouraging self-direction
f. Assessing achievement and personal growth in relation to goals on a periodical basis
g. Reviewing on a periodical basis students' goal attainment and assisting them to modify goals and objectives when appropriate.

A set of completed ICEP forms is included in the Appendix



OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN
(ICEP)

School: _____ District: _____

Name: _____ (LAST) (FIRST) (M.I.)

Date of Birth: _____ Age: _____ Grade: _____

Parent/Guardian: _____

Address: _____ City: _____ State: _____

Zip Code: _____ Phone Number: _____

Primary Language: Home: _____ Pupil: _____

Date of Plan: _____ Date of Referral: _____

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic
Reading _____
Writing _____
Computation _____

B. Social/Emotional Adaptation: _____

C. Coordination Skills: _____

D. Vision: _____

E. Hearing: _____

F. Vocational: _____

Type of Assessment used: _____
☐ CAS
☐ COPS
☐ OTHER _____

with/out

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Implementation: Individualized Career Education Plan

Date: _____ School: _____

Student: _____ District: _____

Annual Goal: _____

Short Term Objective: _____

Instructional Activities: _____

Annual Goal: _____

Short Term Objective: _____

Instructional Activities: _____

Annual Goal: _____

Short Term Objective: _____

Instructional Activities: _____

Annual Goal: _____

Short Term Objective: _____

Instructional Activities: _____

I understand the Individualized Care

Signature of Student

with/out

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: _____ School: _____

Student: _____ District: _____

GOALS AND OBJECTIVES

1. Annual Goal: _____
Short Term Objective: _____

2. Annual Goal: _____
Short Term Objective: _____

3. Annual Goal: _____
Short Term Objective: _____

4. Annual Goal: _____
Short Term Objective: _____

OTHER NEEDS

Special Instructional media and materials needed: _____

Remedial Academic Instruction needed: _____

Career/Instruction: _____

SIGNATURES

The following were participants in the development of the ICEP:

Student _____ Date _____ Program Coordinator _____ Date _____

Peer Group Counselor _____ Date _____ Curriculum Specialist _____ Date _____

PARENT/GUARDIAN

This Individualized Career - Education Plan was presented and reviewed with my child in understandable language. Opportunity was given for him/her to provide input and modify this program.

☐ I do agree with this ICEP

Parent/Guardian _____ Date _____

☐ I do not agree with the ICEP

Parent/Guardian _____ Date _____

with/out

APPLICATION OF ICEP TO IN-SCHOOL YOUTH CAREER EXPERIENCE

The Youth Career Experience Program, for youth between the ages 14 and 21, has been implemented in 15 school districts and four community colleges in Riverside. It facilitates career education through four program components and inter-relationships with public and private organizations. The program is comprised of counseling and guidance, work experience, vocational training, worksite supervision, remedial training, and labor market information.

Goals of the Program

The In-School Career Experience Program is aimed toward implementing preparation and participatory phases of the career education process as outlined on page 3 of this Guide. Specifically, the goals of the program are:

- To provide career education work experience for students
- To improve students' attitudes about self and work
- To increase students' potential for planned career development

Career or Vocational Education

Career education and vocational education are often confused. Career education is not a substitute for vocational education or general education. Rather, it is a blending of the two into a curriculum aimed toward making individuals more aware of themselves, their potential, and their educational needs.

Through the use of the ICEP students are assisted in preparing for the world or work through an individual planning process which focuses on

boosting students' self-esteem, molding positive attitudes toward work, acquainting participants with alternative careers and work choices, as well as providing them an opportunity to participate directly in a work experience under supervision. Counselors facilitate student movement toward career choices and work with teachers and parents to assist the student in carrying out the individualized career plan.

Program Components

A. Assessment and development of the individualized career educational plan (ICEP)
B. On-the-job training, job preparation skills, labor market information, and job supervision
C. Counseling and guidance
D. Remedial training

Assessment

ICEP's are initiated during the assessment phase of the work experience program, however, they may be initiated by any school personnel in the system. Counselors, teachers, and students then work toward implementing the goals of the plan. Thus, the ICEP serves as a plan of action to integrate the perspectives of students, school personnel, parents, and, when available, representatives of community organizations on behalf of the student.

Upon the completion of a career experience program, the ICEP is maintained in the career centers for the availability of any counselor in the system. The ICEP can move with the student through his or her education program to serve as a resource for any counselors and teachers working with the student.

On-The-Job Training

Youth career experiences consist of on-the-job training in public or private organizations. Students are also given information on techniques they can utilize when seeking a job. They receive official, up-to-date labor market information which describes an array of career choices, statistics on the availability of jobs, the skills and qualifications needed for specific positions, and the salary range for these jobs.

Job Supervision

Supervisors at worksites encourage youth to progress with enthusiasm towards the accomplishment of tasks required by that particular job. Supervision involves explaining, demonstrating, encouraging, and providing positive criticism.

Counseling and Guidance

Professional Counseling

Counseling and guidance activities are designed to help participants overcome obstacles to personal growth and to assist them in achieving a positive attitude toward themselves and work. This enables the individuals to better understand, accept, and utilize their assets in becoming productive citizens. The counselors, teachers, and others assist students through the ICEP in assessing vocational interests, skills, and strengths. In addition, the ICEP serves as a communication vehicle between counselor and student, teacher and student, parent and student, employer and student, and program coordinator and student.

Counseling in the program takes two forms: individual and group. Individual counseling affords the student an opportunity to express his/her reactions in

privacy. It gives the counselor an opportunity to not only guide the student toward a clearer understanding of himself/herself, but also an opportunity to get to know the student on a personal level.

Peer Group Counseling

Peer group counseling has become an essential ingredient in the youth career experience for three reasons:

a. Many youth are more willing to relate to and accept suggestions from respected members of their peer group than they are from counselors, teachers, and other adults.

b. Training highly qualified students who relate well with their peers to perform appropriate counseling activities provides an on-the-job training program for these superior students.

c. Some aspects of a counselor's job require years of study and experience; others depend more on acquisition of simple skills and a sincere desire to help. Selecting, training, and utilizing students to perform the simpler tasks under supervision of professional counselors frees the counselors to perform the more complex activities for which they have been trained and to find more time to function as coordinators and consultants to teachers and administrators.

The essence of peer group counseling as used in youth career programs is exemplified in the following objectives:

a. Improving significantly students' feeling of self-worth.

b. Improving students' self-confidence

c. Assisting students in improving their learning skills

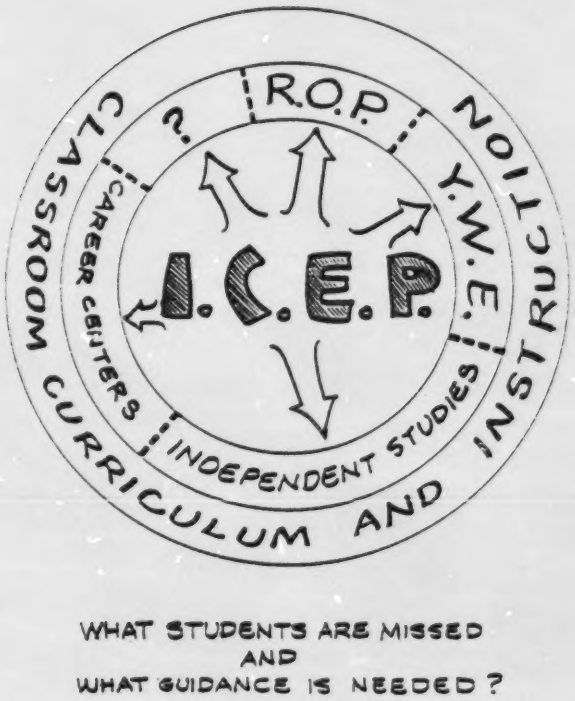
d. Assisting students to develop job seeking skills

e. Producing in each student a desire for knowledge

An intensive training program of two or more days and on-the-job training under supervision of professional counselors is directed specifically toward these objectives.

Peer group counseling as used in current career experience programs in Riverside County has undergone three evaluations, July 1977, August 1979, and August 1980. Results of these evaluations indicate that attitudes of participating students toward work, community, self, and school were improved dramatically. For further infomation see: Peer Group Counseling, and A Guide for Training Peer Group Counselors, listed in the appendix.

POSSIBLE APPLICATION OF ICEP TO COMPREHENSIVE
GUIDANCE PROGRAMS



The above diagram shows that the Individualized Career Education Plan has been successfully used as a basis for career guidance in Youth Work (Career) Experience Programs, Regional Occupation Programs, Career Center activities, and Independent Study situations. But, what about career guidance for other students symbolized by the question mark? In a broader arena how could the processes in the ICEP be further developed to generate and implement career education/guidance activities, where appropriate, in the total school curriculum and in a variety of classroom learning experiences?

A comprehensive career guidance program for all students based on the Individualized Career Education Plan would include the following major processes:

- Develop an individualized career education plan for all students to be completed by professional and peer group counselors at any desired point in the system
- Incorporate the ICEP process into existing programmatic and educational activities that provide career guidance support to students
- Evaluate all guidance components to insure that the following are included:
  a. Counseling plan
  b. Assessment standards
  c. Counseling standards
  d. Service to all students
- Provide ongoing guidance by professional school counselors, teachers, and others, including paraprofessionals
- Coordinate overall curriculum and career planning among counselors, teachers, students, parents, community, and educational programs to implement the individualized career education plan.

Guidelines for Developing Comprehensive Guidance Programs in California Public Schools: Kindergarten Through Adult School state that all components of a school or district guidance program be organized into a comprehensive guidance system incorporating the following central concepts:

- Assisting students in their personal, social, educational, and career development

- Recognizing that individuals need a personalized and developmental approach to learning experiences
- Assisting students in the development of specific proficiencies
- Developing a positive learning environment that is primarily preventive
- Orienting services and curriculum toward the future
- Providing for human equity
- Utilizing all available resource in school and community, both human and material
- Utilizing a participatory approach to systematic planning implementation, and evaluation

Since the above concepts are also central to the development of ICEP, it seems logical that this plan for Individualized Career Education/Guidance could be expanded into an Individualized Comprehensive Guidance System for all students in a school or district.

APPENDIX

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

GOALS AND OBJECTIVES

GOAL 1: TO DEVELOP A FORMALIZED CAREER GUIDANCE ICEP SYSTEM

1.1 Identify existing guidance units within the school system

1.2 Implement an ICEP process in each of the guidance units

1.3 Identify the appropriate staff for the utilization of the ICEP information

1.4 Evaluate guidance activities in conjunction with the Comprehensive Guidance Guidelines

GOAL 2: TO COMMUNICATE THE IMPORTANT NEED OF A COMPREHENSIVE GUIDANCE PROGRAM

2.1 Through a structured curriculum plan, students will be exposed to the concepts of Career Development

2.2 By combining specific activities and work experience, students will gain a better understanding of themselves as they relate to the world of work

2.3 To prepare the student for a significant future role in society through the development of short and long range goals

2.4 To document career and educational information on each student for use in a current educational plan

INDIVIDUALIZED CAREER EDUCATIONAL PLAN

INSTRUCTIONS

The following guidelines may be used for interpreting and completing the ICEP.

PAGE ONE

I. BIOGRAPHICAL OUTLINE: Respond with the appropriate information requested.

II. LEVEL OF CAREER EDUCATIONAL PERFORMANCE: Through observation, student response, and assessment results, the student's career education performance level can be determined:

A. ACADEMIC: General academic ability

READING: Vocabulary comprehension and study skills

SPELLING: (Language) level of spelling and writing skills

MATH: Basic math functions, money measurement, linear and liquid measurement

B. SOCIAL/EMOTIONAL ADAPTION: Ability to take directions and adjustment to social settings and peer relationships

C. COORDINATION SKILLS: Both gross motor and fine motor movements

D. VISION: Consider difficulties in visual perception and hand-eye coordination

E. HEALTH: Consider student's maintenance of appropriate health and safety habits

F. CAREER/VOCATIONAL ASSESSMENT: Assess student for interest and abilities. (identify tentative career goal)

INSTRUCTIONS (cont.)

PAGE TWO

III. GOALS, OBJECTIVES, AND ACTIVITIES

A. CAREER DEVELOPMENT GOAL: Development process that coincides with the sequential stages of career growth

B. SHORT TERM OBJECTIVE/S: Assist student in developing short range and school year career plans

C. ACTIVITIES TO MEET THE OBJECTIVES: Specify curriculum and vocational activities through which the short term objectives are met

IV. SIGNATURES: Names and titles of personnel developing the ICEP with the student

V. PARENT/OR GUARDIAN: Signature of parent or guardian

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

(ICEP)

School: _____ District: _____

Name: _____
(LAST) *(FIRST)* *(M.I.)*

Date of Birth: _____ Age: _____ Grade: _____

Parent/Guardian: _____

Address: _____ City: _____ State: _____

Zip Code: _____ Phone Number: _____

Primary Language: Home: _____ Pupil: _____

Date of Plan: _____ Date of Referral: _____

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic
Reading _____

Writing _____

Computation _____

B. Social/Emotional Adaption: _____

C. Coordination Skills: _____

D. Vision: _____

E. Health: _____

F. Vocational: _____

Type of Assessment used: _____
☐ CAPS _____
☐ COPS _____
☐ OTHER _____

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: _____ School: _____

Student: _____ District: _____

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: _____

Short Term Objective/s: _____

Activities To Meet The Objective/s *(Career/Academic)*: _____

1. _____
2. _____
3. _____
4. _____

☐ Objectives Achieved: Date _____ ☐ Objectives Continued: Date _____

II. Career Development Goal: _____

Short Term Objective/s: _____

Activities To Meet The Objective/s *(Career/Academic)*: _____

1. _____
2. _____
3. _____
4. _____

☐ Objectives Achieved: Date _____ ☐ Objectives Continued: Date _____

School Requirements/Status of Student: _____

SIGNATURES

The following were participants in the development of this ICEP:

_____ *Student*	_____ *Date*	_____ *Peer Group Counselor*	_____ *Date*
_____ *School Counselor*	_____ *Date*	_____ *Career Coordinator*	_____ *Date*

PARENT/ GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP

_____ *Parent/Guardian* _____ *Date*

☐ I do not agree with this ICEP

_____ *Parent/Guardian* _____ *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: _____ School: _____

Student: _____ District: _____

GOALS AND OBJECTIVES

1. Annual Goal: _____

   Short Term Objective: _____

2. Annual Goal: _____

   Short Term Objective: _____

3. Annual Goal: _____

   Short Term Objective: _____

4. Annual Goal: _____

   Short Term Objective: _____

OTHER NEEDS

Special Instructional media and materials needed: _____

Remedial Academic Instruction needed: _____

Career/Instruction: _____

SIGNATURES

The following were participants in the development of this ICEP:

Student	*Date*	*Program Coordinator*	*Date*
Peer Group Counselor	*Date*	*Curriculum Specialist*	*Date*

PARENT/GUARDIAN

This Individualized Career - Education Plan was prepared and reviewed with my child in understandable language. Opportunity was given for him/her to provide input and modify this program.

☐ I do agree with this ICEP

☐ I do not agree with the ICEP

27

Parent/Guardian	*Date*
Parent/Guardian	*Date*

WER/10-80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

(ICEP)

School: _____ District: _____

Name: _____
(LAST) (FIRST) (M.I.)

Date of Birth: _____ Age: _____ Grade: _____

Parent/Guardian: _____

Address: _____ City: _____ State: _____

Zip Code: _____ Phone Number: _____

Primary Language: Home: _____ Pupil: _____

Date of Plan: _____ Date of Referral: _____

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Consider all of the following: Vocabulary skills, Comprehension skills, and Study skills.

Writing Does student use knowledge of phonics to spell new words, study and learn to spell correctly, use the dictionary, write clear and concise descriptions.

Computation Number operation skills: Basic math functions, Money measurement skills, linear and liquid measurement skills, Clock and calendar skills.

B. Social/Emotional Adaption: Does student have trouble doing assignments, following directions, or working in and adjusting to various social settings; one to one, small group, or total class.

C. Coordination Skills: Does the student have a problem of moving through the environment or coordinating bodily movements? Consider both basic motor skills and coordinating skills.

D. Vision: Does student have a problem in visual perception or hand-eye coordination?

E. Health: Does student have a problem maintaining appropriate health and safety habits?

F. Vocational: Develop a time line for the completion of the required proficiency standards for graduation.

Type of Assessment used: Check below

- ☐ CAPS
- ☐ COPS
- ☐ OTHER

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: _____ School: _____

Student: _____ District: _____

GOALS AND OBJECTIVES

1. Annual Goal: To develop the students' Career/Self Awareness

   Short Term Objective: To understand self in terms of characteristics and attributes, to recognize uniqueness of self, to relate present experiences to future jobs, to identify personal interests and relate them to various work activities.

2. Annual Goal: Through actual Career Exploration, the student will begin to formulate some decisions about career choices, to examine reasons for working & explore jobs.

   Short Term Objective: To explore the specific kinds of jobs available in terms of the student's interests and abilities, to explore the process of participating in the economic system, and to accept the responsibility for career planning.

3. Annual Goal: Career Preparation; for college training, further specific skill training or development of entry level skills so the student can proceed to a job from H.S.

   Short Term Objective: To develop an appreciation and respect for all types of work recognizing that every job has social usefulness. To develop competency on predicti consequences of one's own behavior and to accept responsibility for that behavior.

4. Annual Goal: Career Participation: In the capacity of an on-campus job, in an apprenticeship field experience, or within the community.

   Short Term Objective: To develop confidence in his/her ability, to recognize his/her interests, assets, and limitations, to develop and clarify work attitudes and values and to apply the decision making process with knowledge and confidence.

OTHER NEEDS

Special Instructional media and materials needed: _____

Remedial Academic Instruction needed: _____

Career/Instruction: _____

SIGNATURES

The following were participants in the development of this ICEP:

_____ *Student*	_____ *Date*	_____ *Program Coordinator*	_____ *Date*
_____ *Peer Group Counselor*	_____ *Date*	_____ *Curriculum Specialist*	_____ *Date*

PARENT/GUARDIAN

This Individualized Career - Education Plan was prepared and reviewed with my child in understandable language. Opportunity was given for him/her to provide input and modify this program.

☐ I do agree with this ICEP

☐ I do not agree with the ICEP

_____ *Parent/Guardian*	_____ *Date*
_____ *Parent/Guardian*	_____ *Date*

WER/10-80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Implementation: Individualized Career Education Plan

Date: _____ School: _____

Student: _____ District: _____

Annual Goal: To develop the students' Career/Self Awareness.

Short Term Objective: To understand self in terms of characteristics and attributes, recognize uniqueness of self, identify interests and relate them to work activities.

Instructional Activities: Administration of the California Occupation Preference System (COPS), and the Career Ability Placement Survey (CAPS).

Annual Goal: Through Career Exploration, the student will begin to formulate decisions about career choices, to examine reasons for working, and explore jobs.

Short Term Objective: To explore the specific kinds of jobs available in terms of the student's interests and abilities, and to accept the responsibility for career planning.

Instructional Activities: The use of the High School/District Career Center and its resources, i.e., Occupational Outlook Handbook, VIEW File, SRA Handbook of Job Facts, etc. Community exploration; fieldtrips, work site visits...

Annual Goal: Career Preparation; for college training, specific skill training, or development of entry level skills so the student can proceed to a job from H.S.

Short Term Objective: To develop an appreciation and a respect for all types of work, recognizing that every job has social usefulness.

Instructional Activities: Through research and regular counseling sessions the student shall become aware of the skills necessary for specific occupations and the appropriate channels toward obtaining those skills.

Annual Goal: Career Participation; In the capacity of an on-campus job, in an apprenticeship field experience, or placed within the community.

Short Term Objective: To develop confidence in his/her ability, to recognize his or her interests, assets, and limitations, develop and clarify work attitudes and values.

Instructional Activities: Regular discussion with peer counselors and other students about his/her job responsibilities and experiences is one way to provide the necessary stimuli for the student's development of positive work attitudes, values and maturity.

I understand this Individualized Career Education Plan that has been written for me.

_____ _____

Signature of Student *Date*

WER/10/80

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